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The outline was one of a number of syllabi for training projects under the auspices of the Training Center in Youth Development; the course provided fundamental information, which would sharpen trainees' powers of observation and stimulate desire for further study and exploration. The central aim was to help the participants augment their understanding of behavior that was difficult to explain in ordinary, common-sense terms.

The sessions included 1) an introductory session; 2) the basic theme and concepts of the course; 3) the application of concepts; 4) the developmental period of infancy; 5) the consequences of maternal deprivation; 6) the developmental period of the toddler; 7) the socio-cultural components in child-rearing practices; 8) the developmental period of readiness for school; 9) the developmental period of Latency I, which includes such major tasks as socialization and learning, both formal and informal; 10) the developmental period of Latency II, which is sometimes an emotionally troubled time; and 11)the developmental period of adolescence.

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"UNDERSTANDING BASIC FACTORS IN HUMAN GROWTH AND DEVELOPMENT"

(One of A Series of Syllabi Comprising
The Training Center's Curriculum)

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September 15, 1964

"UNDERSTANDING BASIC FACTORS IN HUMAN GROWTH AND DEVELOPMENT"

FOREWORD

The following course outline is one of a number of syllabi for training projects that will be conducted under the auspices of the Training Center in Youth Development, a program of the Law-Medicine Institute of Boston University.

It should be understood at the outset that the social and psychological processes involved in human development are far too complex to be delineated fully within the necessarily short period of time normally available for programs of this nature. For reasons of this sort, the course can do little more than provide trainees with fundamental information which, presumably, will sharpen their powers of observation and stimulate a desire for further study and exploration. The central aim is, of course, to help the participants to augment their understanding of behavior that, otherwise, is difficult to explain in ordinary common sense terms. Moreover, by adding the dimension of "uncommon sense," trainees can be helped to render the high quality of service which repeatedly, they define as their professional goal.

In the development of this course, a conscious attempt has been made to avoid emphasis on the language and the details of psychological theories. Nevertheless, basic ideas derived from such data are contained in the material to be presented since it would be unrealistic to minimize them in a course that seeks to link puzzling behavior with an understanding of its causes. Even more important is the focus on the uses that can be made of such knowledge by the various "community caretakers" in their contacts

with people who require more than ordinary understanding if they are to be helped at all. The so-called "target populations" with whom trainees are confronted daily are the people, who, having suffered extraordinary difficulties, must be approached with skills and attitudes that are comparably extraordinary.

The readings recommended for use in conjunction with particular sessions of the course do not provide an exhaustive list; rather, those cited constitute a highly selective set of references that should serve to illuminate further a given portion of the subject matter, and/or to expand upon some of the major areas that the course is designed to cover.

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"UNDERSTANDING BASIC FACTORS IN HUMAN GROWTH AND DEVELOPMENT"

OUTLINE

Session I	Introductory Session
Session II	Basic Themes and Concepts of the Course
Session III	Beginning Application of Concepts
Session IV	Developmental Period: Infancy
Session V	Consequences of Maternal Deprivation
Session VI	Developmental Period: The Toddler
Session VII	Socio-Cultural Components in Child-Rearing Practices
Session VIII	Developmental Period: Ready for School
Session IX	Developmental Period: Latency I
Session X	Developmental Period: Latency II
Session XI	Developmental Period: Adolescence
Session XII	Summary Session

SESSION I

COURSE INTRODUCTION

A. Introductions: Areas of work and interests.

B. Leader should draw together some of the common problems that confront the group.

C. Focal Point: Relating knowledge to practice: showing how course material applies to daily experience.

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SESSION II

BASIC THEMES AND CONCEPTS OF COURSE

The general outline of the course should be shared with the group with discussion around these major themes:

1. In order to carry out a practice, or a method of doing something (treatment) it is necessary, if we are to approximate some "scientific method" to be guided by a disciplined or organized frame of reference about people. This course is a very limited beginning in attempting to develop the disciplined approach to the study of man. The course offers us a guide that is neither absolute nor exclusive, and represents one way of looking at how the human being gets to be the kind of person he is.

Basic Themes:

1. Individual functioning at any age level is greatly influenced by the way in which that individual has experienced life previously and has or has not achieved certain tasks of development, e.g., those which are biologic, psychologic, social.

2. There are distinct and successive periods or phases of development in human growth. They are potentially stressful for the individual, and the amount and nature of the stress are proportionate to his success or failure in completing the tasks and solving the problems that are, in general, characteristic of each period.

The periods, the tasks and the stresses are in large measure determined by the following combination of forces:

Biological
Psychological
Socio-Cultural

} Divisible for purposes of study; but, in life, a complex or matrix, all occurring at one moment and intricately influencing the singular and multiple processes.

3. Stress is accompanied by ADAPTATIONS, processes which attempt to help in the maintenance of Homeostasis or Balance.

4. The earlier an organism is damaged, the more severe and lasting will be the result. The Principle of Emergence: there are special times for certain developmental processes to take place. (Examples should be given: Chinese custom of binding feet of female infants; Renee Spitz's work, refer to "Hospitalism".)

5. Relativism of Normative Standards - Culture dictates what is "right", "good", "beautiful", etc.

6. There are always to be found biologic, psychologic, and socio-cultural forces which exist to enable the organism to progress or force it to regress in the growth and development process.

Readings Related to Session II:

1. Kluckhohn, C. and Murray H., "Personality Formation: the Determinants," in Kluckhohn and Murray (eds.), Personality in Nature, Society and Culture, pp.35-48 (1949). Revised ed. (1956) pp.53-67.

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SESSION III

BEGINNING APPLICATION OF CONCEPTS

The focus of this session should be to help the group develop, with the aid of the leader, from their own knowledge and experience, the notions they have about adolescence as a period in the life cycle of the individual.

1. What does the adolescent "look like" to them?
2. What are the normal tasks of the adolescent?
   a. Psychologic and social incorporation of the dramatic Biologic changes that take place. The need to understand the basic psychologic nature of this stage of development.
   b. Dependence-versus-Independence struggle.
   c. Beginning of the "Sense of identity" struggle: Sexual--Social.
   d. Problems of education and vocational choices closely interrelated to the above.
   e. Concept of Continuities-Discontinuities.
3. We need to examine the life experience of adolescents prior to this stage in order to understand more fully their capacities or incapacities to handle the adolescent period and its stresses -- the problem that trainees as "caretaker" persons, may be called upon to work with.

Readings Related to Session III:

1. Josselyn, Irene M., M.D., The Adolescent and His World, pp.3-75.

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SESSION IV

DEVELOPMENTAL PERIOD: INFANCY

This session should be largely related to helping the group to see the high degree of interrelatedness between the biological life-preservative needs of the infant, the extended period of intense dependency and the nature of the resultant interaction (social-psychologic) with the mother.

Points To Be Developed:

1. Organism does not grow in vacuum. The environment must provide stimuli for growth to take place. (Reference may need to be made here to Harlow's work with infant monkeys.)

   a. Discuss here the very beginnings of informal "learning." The multitudes of ways the mother "teaches" the organism (infant) and the early setting of "learning patterns" for the child.

   b. The extent to which the environment (mother--plus a whole set of other cultural and social forces--mores--beliefs, etc.) begins a process in which the organism is encouraged or discouraged from learning.

   c. The relationship of this informal learning as a precursor to later, more formalized patterns, etc.

2. Noxious factors occurring at this stage have a greater degree of irreversibility and damage.

3. Need for "mothering" over an extended period in order to promote and sustain biologic, social and psychological growth.

4. Processes of communication between mother and infant related, at first, to quite primitive processes:

   a. Feeding

   b. Language = discrimination between sounds, associating meanings, feelings.

c. Tensions and stresses of infant are physiological processes - which achieve relief via, mother's "caretaking."

d. Function of crying: process of communication, stimulated by tension states. (Note informal "lessons" taught when child learns that crying does or does not bring relief, succor or decrease in tension state.)

5. Beginning of "love relationship" with mother when infant distinguishes her from other objects. Beginning of self and non-self perceptions. Genesis of capacity for object-relationships. Relationship of this development to decrease in tension states. (See No.4 above.)

6. Manifestations of the emerging Ego.

a. Ability to tolerate frustration.

b. A sense of trust in others (mother) develops as infant's nees are adequately met.

c. Beginning sense of mastery over body: (turning over, creeping, manipulation of hands, feet, and parts of body).

d. Infant's beginning ability to perceive (objects sight-sound-smell). Sensory development.

Note in the above the informal processes of learning and the beginning processes of "education" taking place.

Having developed the above body of content, the group should be prepared to view the film, "Palmer Street".

Readings Related to Session IV:

1. Midcentury White House Conference on Children and Youth, A Healthy Personality for Every Child. pp.6-15.

2. Josselyn, Irene M., Psychosocial Development of Children. Chptr. V, "Infancy". pp.32-46.

3. Your Child from One to Six, Washington, D.C., Superintendent of Documents, Government Printing Office.

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SESSION V

CONSEQUENCES OF MATERNAL DEPRIVATION

Film: "Palmer Street"

Discussion of the film with opportunity to review concepts developed up to this point.

Leader should help group "play back" these notions to some of the earlier discussions on Adolescence.

1. What relevance do these ideas have to our understanding of adolescence?

2. "[The adolescent] recapitulates and expands in the second decennium of life the development he passed through during the first five years of life, first as he recapitulates during these first five years the experiences of thousands of years of his ancestry and during the pre-natal period of those millions of years." (Ernest Jones in "Some Problems of Adolescence," British Journal of Psychology, No.13, 1922, pp.31-47.

Do we see evidence for the above in the contact the group has with its adolescents? Elicit discussion of examples from trainees' experience.

Readings Related to Session V:

1. Beres, D., and Obers, S.J., "The Effects of Extreme Deprivation in Infancy on Psychic Structure in Adolescence: A Study of Ego Development," Psychoanalytic Study of the Child, New York, N.Y., International Univ. Press, Vol.II, pp.212-235.

2. Goldfarb, William, "Psychological Privation in Infancy and Subsequent Adjustment," American Journal of Orthopsychiatry, Vol.XV, No.2, (Ap. '45) pp.247-255.

3. Harlow, Harry, "The Nature of Love," The American Psychologist, Vol.13, No.12, December 1958.

4. Spitz, Renee, "Hospitalism: An Inquiry into the Genesis of Psychiatric Conditions in Early Childhood," Psychoanalytic Study of the Child, Vol.I (1945), pp.53-72.

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SESSION VI

DEVELOPMENT PERIOD: THE TODDLER
(Two-Four Year Olds)

During this period we see conflict centering around the assertive aspects of the physio-biological processes and the emergence of certain modes of psychological development.

The central and basic task of this stage of development is that of mastery and control. "Task" may be also equated with "Goal."

1. Socialization -- the control of impulses and primitive needs and desires to conform with the norms of the society in which the child finds itself.

2. The child is confronted with the dual task of mastering (note: learning by precept and example) his impulses and incorporating and making part of his own psychologic system the rules governing social behavior.

3. This creates conflict in the child (the conflict inherent in learning as well as the joy of mastery).

4. The resolution is accomplished by:

   a. Prior Learnings: what the child brings from earlier experiences with the "parenting" persons (and the degree of "love" attached to the parenting persons discussed before) enables the child, during this phase, to master the tasks at hand through:

   b. Identification: the individual takes on the attitudes and values of parents and, in so doing, consciously gives up the primitive desires.

5. The above process forms the rudiments for Super-ego development.

6. Again, to recapitulate: the biologic "givens" of the period plus the emotional environment in which bio-psychological tasks are achieved result in the way the child will begin to become a socially functioning being. Emphasis should again be given to the many informal educational structures the child is already exposed to.

Readings Related to Session VI:

1. Josselyn, Irene M., Psychosocial Development of Children, Chapter VI, "The Training Period," pp.47-63.

2. Your Child from One to Six.

3. Hymes, James L., Discipline, Bureau of Publications, Teachers College, Columbus University, (Parent-Teacher Series) 1949, pp.1-43.

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SESSION VII

SOCIO-CULTURAL COMPONENTS IN CHILD REARING PRACTICES

(See: Kluckhohn, Clyde and Mowrer, O.Hobart, "Determinants and Components of Personality," Chapter 6, in Contributions Toward Medical Psychology, ed. Arthur Weider, Vol.I, Ronald Press Co., New York 1953.)

Using the Kluckhohn and Mowrer chart, the cultural impact and significance should be now explicated: (these should be dittoed for students)

1. Recap the theme developed in Session I (No.5 - Relativism of Normative Standards).
2. Introduce the notion of sub-culture and relate to understanding of their experiences.
3. Have group delineate some of the more apparent, known and obvious differences in cultural and sub-cultural child-rearing practices.
4. What known and obvious effect do these practices have upon later adolescent and/or adult functioning?
5. Recap material on the enormous quantity of informal but vitally significant teaching that the culture does and its import for the child's way of using learning and viewing himself and his world.

   (It may be desirable to use a film in the conduct of this session. As a possibility, the new film, "Four Families", commentary by Margaret Mead, may be considered.)

Readings Related to Session VII:

1. Davis, A., and Havighurst, R.J., "Social Class and Color Differences in Child Rearing," in Kluckhohn and Murray (eds.) Personality in Nature, Society and Culture, pp.252-264.
2. Kluckhohn, Clyde and Mowrer, O.Hobart, "Determinants and Components of Personality," in Weider, Arthur (ed.), Contribution Toward Medical Psychology, Chapter VI, Ronald Press, N.Y. 1953.
3. Midcentury White House Conference on Children and Youth, A Healthy Personality for Every Child, pp.59-75.

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SESSION VIII

DEVELOPMENTAL PERIOD: READY FOR SCHOOL

Leader should recapitulate at this point, retracing steps considered thus far in the child's development:

1. Movement from his early, most primitive traits and the self-preoccupations of infancy, through the developed capacity to relate to others - first, for the purpose of meeting his own needs; later, to incorporate the norms and values so that he can manage life within a specific societal context.

2. Having accomplished these two important and primary tasks, we note that children begin to have enormous quantities of energy available for the more formal, institutionalized modes of learning in our society.

What are the requisites for this next stage of development?

1. Relative ease and freedom to leave the home and the "parenting" person.

2. Intellectual endowment and ability to make use of this highly complex structured task of learning - (Symbol incorporation).

3. Ability to control and sublimate the aggressive drives, through play, fantasy and learning.

4. Consolidation of a social conscience that enables the individual to distinguish "right" from "wrong."

5. Capacity for socialization with peers.

6. Capacity to identify with adults other than the primary "parenting" person.

Having explicated the above listing of requisites there could be much group discussion that gets at the nature of our educational system -- formal and informal.

a. focus of our educational patterns

b. significance for cross section of children

c. learning problems:

(1) do we have any greater insights into their nature?

(2) do we have any greater insights into how to meet the needs of children in this area?

(3) how to overcome obstacles to learning.

Readings Related to Session VIII:

1. Midcentury White House Conference on Children and Youth, A Healthy Personality for Every Child, pp.16-56.
2. Towle, Charlotte, Common Human Needs, Chapter 3, pp.37-43.
3. Your Child from Six to Twelve, Children's Bureau Publication No.324, 1949, pp.1-110.

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SESSION IX

DEVELOPMENTAL PERIOD: LATENCY I

A. It is during this extended period (note should be made of the long chronological period now being discussed) that the child undertakes the important tasks of learning all the basic skills that prepare him for his future.

The major tasks of latency age youngsters:

1. Socialization
2. Learning - both formal (school-education) and informal (social form; age and sex roles; "rules" and norms of expected behavior.
3. Successful entry into and association with peer groups.
4. Play: as a medium through which many of the above tasks are accomplished.
5. "Leaving the family" - The precursor to adolescence.

B. The "link" of latency to both the past and to the future (adolescence and adulthood) should be developed. Certain themes or threads should be traced to illustrate this linkage (e.g., socialization, education, peer group relations and use of the peer group, differential uses made of adults and parents.)

Readings Related to Session IX and X:

1. Josselyn, Irene M., Psychosocial Development of Children, Chapter VIII, "The Latency Period," pp.75-92.
2. Midcentury White House Conference on Children and Youth, A Healthy Personality for Every Child, pp.97-122.
3. Your Child from Six to Twelve, Midcentury White House Conference on Children and Youth, pp.1-110.

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SESSION X

DEVELOPMENTAL PERIOD - LATENCY II

FILM: THE QUIET ONE

This is an excellent vehicle showing a troubled latency-age boy who is institutionalized in a residential treatment center for severe emotional problems. Flashback technique enables viewer to see causal linkages between behavior and previous life experience.

Having developed some ideas of the tasks of latency, the film should be used to further explicate and develop these notions:

1. At what psychologic stage of development was Donald?
2. What factors accounted for his lack of development?
3. To what factors were the expectations for his treatment geared?
4. What were Donald's needs and how could society provide for meeting these needs through:
   a. established institutional arrangements?
      (1) School
      (2) Social agencies, etc.?
5. What new institutional arrangements are suggested by this child's needs?
6. What responsibilities are delineated for the caretaking persons having contact with the multitudes of Donalds?
   a. early identification
   b. filling in for losses
   c. bridging existing institutional structures
   d. Development of new structures.
      (1) Counting and documenting needs.
      (2) Simple methods of counting needs.

(3) Ability to see both the "case" and "the problem."

The above are some suggested questions that could be used to stimulate participant discussion.

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SESSION XI

DEVELOPMENTAL PERIOD: ADOLESCENCE

We have now come full circle: - I would have the group recapitulate its discussion during Session III. Discussion in some depth could now take place about the tasks of the adolescent, using the concepts of the developmental process that we have developed. In addition, the socio-cultural dimensions of adolescence on the American scene should be explored and discussed.

1. Continuities - Discontinuities theme (Benedict) (see below)
2. Lower Class Youth Culture (Walter Miller and others- Bernstein - etc.)
3. The Problem of Generations (Bettelheim)
4. What made for Discontinuities:
   a. Lack of clearly defined sex roles.
   b. Biologic maturation before complete social or economic maturation.
   c. Increased length of time of dependency.
   d. Masculine and feminine role concepts in our culture.
   e. Upward mobility strivings.
   f. Class lines.
5. The relevance of this concept for "caretaking" personnel.
   a. Ability to understand aspects of <u>social</u> disorganization.
   b. How this concept can help in understanding the problems of the adolescent in our society.
      1. Within their sub-culture.
      2. Within their social class lines.

c. How this concept can help us understand the families with which we work in the context of a socio-cultural framework along with the psychological-emotional.

Readings Related to Sessions XI and XII.

1. Benedict, Ruth "Continuities and Discontinuities in Cultural Conditioning," in Kluckhohn and Murray (eds.) Personality in Nature, Society and Culture, 1st ed. (1949) pp.414-423, 2d. ed. (1955) pp.522-531.

2. Miller, Walter B., "Lower Class Culture as a Generating Milieu of Gang Delinquency," Journal of Social Issues, Vol.14, No.3 (1958) pp.J-19.

3. Kenniston, Kenneth, "Social Change and Youth in America", in Daedalus, Winter 1962, pp.145-170.

4. Denny, Reull, "American Youth Today," in Daedalus, Winter 1962, pp.124-143.

5. Hansberry, Lorraine, "Stanley Gleason and The Lights That Need Not Die," The New York Times, Jan.17, 1960, Section 10, (A Special Supplement prepared by The National Urban League) pp.11-14.

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SESSION XII

SUMMARY SESSION

A. Some need for continuation of development of points raised in last session (particularly parts 4 and 5).

B. Summarization of the course with recap of major themes as related to the classes of persons served and being served. (See Session I "Basic Themes".)

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